

CIEP 351
Curriculum and Teaching in the Middle School
Loyola University Chicago
School of Education
Spring 2011
Syllabus

Instructors: Sheila Ruh and Sherry Sejnost
Email: sruh@luc.edu and ssejnost@luc.edu
Cell Phones 708-717-9865 and 630-546-1917
Class Meets: Thursday – 4:15 pm to 6:45 pm
Office Hours: By Appointment

Course Description

This course examines middle school education (grades 6-8) emphasizing the need to respond in appropriate educational ways to the developmental characteristics of diverse young adolescents (ages 10-14). Students will explore the purpose behind the development of today's middle school structure, the characteristics of this unique age group and how it influences curriculum and instruction, the necessary qualities of a successful teacher at the middle school level, and the traits of a productive respectful classroom at that fosters learning at the middle school level.

- Students will be able to understand the major concepts, principles, and theories of young adolescents' development- intellectual, physical, social, emotional, and moral.
- Students will be able to understand the range of individual differences of all young adolescents and the implications of these differences for teaching and learning purposes.
- Students will be exposed to a variety of teaching/learning strategies that take into consideration and capitalize on the developmental characteristics of all young adolescents.
- Students will understand that the development of all young adolescents occurs in the in the context of classrooms, families, peer groups, communities, and society.

Conceptual Framework Standards

- CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
- CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.
- CF5: Candidates demonstrate technological knowledge and skills which enhance education.

Teacher Preparation Standards

Below are the program standards met in this class set forth by the National Middle School Association (NMSA) regarding requirements for teacher preparation courses.

Standard 1. Young Adolescent Development

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice.

Knowledge

Middle level teacher candidates:

4. Understand the range of individual differences of young adolescents and evaluate their effects on teaching and learning.
5. Have an in-depth knowledge of a wide variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.

Standard 2. Middle Level Philosophy and School Organization

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools, and they apply that knowledge in their practice.

Knowledge

Middle level teacher candidates:

1. Have a comprehensive understanding of the philosophical foundations of developmentally responsive middle level programs and schools.
3. Comprehend the rationale and characteristic components of developmentally responsive middle level schools.

Standard 3. Middle Level Curriculum and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in the practice.

Knowledge

Middle level teacher candidates:

1. Understand that middle level curriculum should be relevant, inviting, challenging, integrative, and exploratory.
2. Know how to select and adapt curriculum, instruction, resources, and assessments that maximize student learning.
3. Understand the interdisciplinary nature of knowledge and how to explore and make connections among subject areas and life situations.

Standard 4. Middle Level Teaching Fields

Middle level masters candidates understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s), and they apply that knowledge in their practice.

Knowledge

Middle level teacher candidates:

2. Know how to use content knowledge to make interdisciplinary connections.
4. Are knowledgeable about teaching and assessment strategies that are effective in their teaching fields.

Standard 5. Middle Level Instruction and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.

Knowledge

Middle level teacher candidates:

1. Understand the principles of instruction and assessment, including the theories and research that support them.
2. Know a wide variety of teaching, learning, and assessment strategies that are developmentally responsive, culturally sensitive, and technologically sound, and when to implement them.
3. Understand that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Understand ways to teach core concepts, skills of inquiry, problem solving, collaboration, and communication to all young adolescents.
5. Know how to evaluate the effectiveness of teaching, learning, and assessment strategies.

6. Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).
7. Know how to establish and maintain a fair, effective, and developmentally responsive classroom environment.
8. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
9. Understand and analyze the multiple roles of assessment in the instructional process (e.g. monitoring learning, evaluating student progress, and modifying teaching strategies).

Standard 6. Family and Community Involvement

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they provide leadership in helping all stakeholders offer high quality learning opportunities for all young adolescents.

Knowledge

Middle level teacher candidates:

2. Have a comprehensive understanding of ways prior learning, differing experiences, and family and cultural backgrounds influence the learning of all young adolescents.
5. Understand that middle level schools are organizations within a larger community context and are aware of the implications of these relationships for effective teaching and learning.

Standard 7. Middle Level Professional Roles

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education, and they apply that knowledge in their practice.

Knowledge

Middle level teacher candidates:

1. Understand their role as middle level education professionals.
2. Understand the importance of their influence on all young adolescents.
3. Understand their responsibility for upholding high professional standards (e.g., school, community).
8. Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships.

9. Are knowledgeable about the skills of research/data based decision making.

Expectations

The quality of work is expected to be consistent with normal expectations for college students. All written work must be word-processed using 1.5 line spacing, 12 point font, with one-inch margins. Clear and appropriate writing skills are essential for the successful completion of this course. All references and writing should conform to the standards listed in the APA. You can access the APA style manual through Loyola University Chicago's libraries or online at <http://www.apastyle.org>.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities, which they believe, entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Conceptual Framework

Professionalism in the Service of Social Justice: The School of Education maintains the ideal of developing knowledge in the service of all humanity through social justice. This course will equip teacher candidates to not only foster a greater understanding of the middle school student, but it will also assist them to design and adapt instruction for a all types of learners at all levels of the achievement scale, thereby fostering an understanding of how social justice and inequality affect middle school students.

Diversity

This course supports the School of Education's conceptual framework in preparing teachers and counselors in service for social justice by engaging students in reflective exercises, class discussions, and field experiences that allow them to bridge theory and practice as it relates to teaching in a diverse society.

Technology

Technology is integrated into the design and delivery of this course in a variety of ways. The course will rely on Blackboard as an educational tool that connects students and encourages intellectual engagement outside traditional classroom boundaries. Additionally, both course delivery methods and student assignments draw on a range of technological tools with the goal of increasing students' self-efficacy for using technology as well as enhancing the overall learning experience.

Late Work

No late work will be accepted unless there are medically extenuating circumstances. Documentation will be required.

Distractions such as cell phones, laptops, and MP3 players should be turned off. Remember that you will have a classroom too one day, and you will not appreciate the distraction that they can be. ☺

Course Evaluation

Grades are based on total points earned. No curve is used. The course grading scale is as follows:

Percent Range	Corresponding Grade	Percent Range	Corresponding Grade
93% - 100%	A	73% - 76%	C
90% - 92%	A-	70% - 72%	C-
87% - 89%	B+	67% - 69%	D+
83% - 86%	B	63% - 66%	D
80% - 82%	B-	60% - 62%	D-
77% - 79%	C+	Below 60%	F

Required Texts

Powell, S. D. (2010). *Introduction to Middle School* (2nd edition ed.). Pr: Allyn & Bacon.

Sejnost, R. (2009). *Tools for Teaching in the Block*. Thousand Oaks, Calif.: Corwin Press.

Course Assignments

Reading Discussion – 15% of final grade

Weekly discussions about the readings will take place each week utilizing a variety of strategies.

In-Class Activities – 15% of final grade

Weekly in-class assignments will provide opportunities to apply the teaching strategies learned during class to provide the practical application of the strategies and theories. These activities will be due at the end of each class.

Middle School Journal Article Presentation– 10% of final grade

Find a journal article relevant to middle school curriculum and prepare a presentation that summarizes the content as well as presenting examples of application to your curricular area.

Middle School Observation Hours – 20% of final grade

This assignment requires you to observe a total of 15 hours in a middle school classroom. The notes from the observations should be developed into a 2-3 page reflective narrative in which you make connections between your observations and the theory that we have discussed in class. Further details and a rubric will be given in class and will be available on Blackboard. Please be aware that many of our other assignments **DEPEND** on being able to reflect on what you have seen in the classroom; therefore, it is **MANDATORY THAT YOU ATTEND CLINICALS**. While in the field and in class, we expect that *you will conduct yourself in a professional manner at all times*, which includes appropriate dress, communication, and interactions with adults and middle school aged students. Participation points will be negatively impacted if you choose to engage in unprofessional conduct. In addition, we will complete a disposition form so that your behavior is officially documented.

Interdisciplinary Micro-Teaching – 40% of final grade

Working in groups, students create an interdisciplinary unit with lessons for each content area. This unit will incorporate lessons using the format in the *Tools for Teaching in the Block*. This interdisciplinary unit should demonstrate what you have learned regarding practices and strategies for teaching middle school students. The overall unit will cover

two weeks. The format and more details of this assignment will be given in class and will be available on Blackboard.

- Initial IDU Lesson Plan outline – due 3/20/2011 by midnight- Posted to Blackboard
- In-class outline review and more detailed lesson plan creation – due 3/27/2011 by midnight – Posted to Blackboard

COURSE SCHEDULE: (TENATIVE) The schedule listed below is an initial, tentative schedule. Please consult the Blackboard Website regularly for class notices, schedule updates, descriptions of assignments, Power Points, etc.

Date	Topic / Activities	Assignments for Next Class
January 20	Introductions Clinical Availability Sheet Video Discussion	Powell Chapters 1 & 2 Sejnost Chapter1
January 27	Adolescent Growth & Development Adolescent Learner Discussion Group Activity – Development & Its Effect on Learning	Powell Chapter 3 Sejnost Chapter 2
February 3	Adolescent Diversity Discussion Group Activity – Cooperative Learning Mini Lesson	Powell Chapter 4 & 5 Sejnost Chapter 3
February 10	Effective Middle School Teachers Discussion Group Activity – Entice the Learner Activity	Powell Chapter 6 Sejnost Chapter 4
February 17	Structures of Middle School Education Discussion Group Activity – Enlighten the Learner Activity	Powell Chapter 7 & 8 Sejnost Chapter 5
February 24	Middle School Curriculum and Instruction Discussion Group Activity – Engage the Learner Activity	Powell Chapter 9 & 10 Sejnost Chapter 6
March 3	Middle School Assessment and Planning Discussion Group Activity – Extend the Learner Activity Determine IDU Groups	Sejnost Chapter 7
March 10	No Class Spring Break	No Class Spring Break
March 17	Work Day • IDU Lesson Plan Outline (Due 3/20)	Powell Chapters 11

March 24	Guest Speaker Review the IDU Lesson Plan Outline Update (Due 3/27)	Journal Article Presentation
March 31	Journal Article Presentation Work on IDU	
April 7	Journal Article Presentation Work on IDU	
April 14	Class Presentations	
April 21	No Class Easter Break	Easter Break
April 28	Class Presentations	